

Monday

Today, we are going to look at the journey that the Pebble has had so far and we are going to plan for the retell that we will be writing on Wednesday. We are going to pretend that we are the pebble and we will write about where we are now, how we were created and what we have seen so far. You will use the planning sheet to help you do this. You will find a checklist for you to follow.

Wednesday

Today we are going to write a short story about our life so far. We will start with being in the Girl's hand and then go back in time to tell how we were created and what we have seen. This will be written in first person, as if you were the pebble.

Thursday

Today, we will be imagining that we have gone back in time and ended up in one of the pictures in the book 'pebble in my pocket'. We are real life Time-Travellers! Today, you will draw a picture of what you saw when you stepped back in time. Then you will write a few sentences describing what you could see, hear, smell and how you felt.

Friday

Using Thursday's work, you are now going to write a postcard to someone of your choice, telling them of your Time-Travelling experience and what you saw, heard and smelt.

Please find below a link of the book being read so that you can access it at your convenience.

The Pebble in my Pocket Read Aloud by Meredith Hooper - YouTube

Monday and Wednesday

Can I write a story about the pebble's journey so far?

What we will aim for... This is an example of what the writing style will be and is here to give children ideas and inspiration.

Curiously, the little girl held me up and squinted her eyes as if that would help her learn more about me. It is not that simple. Incredibly, I have travelled this planet for the last 480 million years and my sides have not always been this smooth or cold. Let me tell you about my travels...

Before animals, before people and before plants, I was one of the first materials on this planet. In my heart, I am made from the hot, molten rock from the centre of the Earth because the forces of nature pushed me out from under the ground and I was thrown into the air above an angry, erupting volcano. Burning, I laid on the side of the volcano and slowly cooled down while snow and ice covered me in winter and the sun warmed my skin in the summer. Unharmd by the changes in weather, I saw the land buckle and form mountains as the rains poured into the cracks between me and my friends.


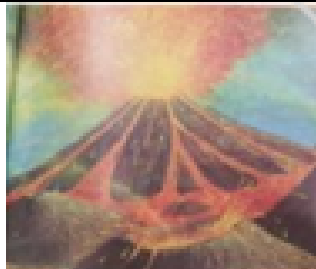



In the middle of one summer, I felt a sudden rumble and I was jolted off the side of the volcano as I fell to the ground. Although I was unhurt by this, pieces of my sides were broken off and, combined with the effects of the weather, my rough edges began to smooth. Under water, I could also start to travel and rivers and streams moved me across the new land, past the shoots of early ferns and strange fish, towards the open sea. At the bottom of the ocean, I was covered with more earth and smaller stones, buried until another force from beneath pushed me to the surface again.

Below is the targets that we follow when write in class. There may be some things that are not on here but this is to give you an idea of what can be included.



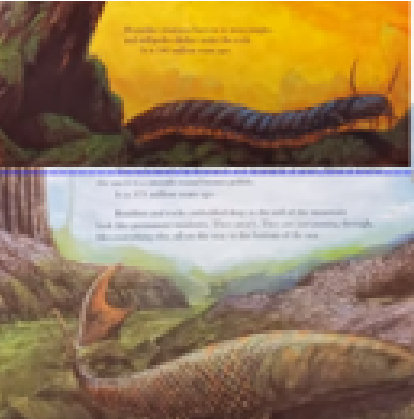
Check key spellings	
Legible, joined up handwriting	
Co-ordinating conjunctions	
Subordinating conjunctions (because, if, when)	
Use of pronouns	
Adverbs	
Prepositions	
Fronted adverbials marked with a comma	
Speech punctuation	

Monday and Wednesday—example of plan and help sheet

Can I write in role as the pebble and describe my journey?

			
<p>Carefully, the small girl</p> <p>Curiously, she</p> <p>As she...she wandered</p> <p>Incredibly, I have</p>	<p>Before the existence of... I</p> <p>I started my travels</p> <p>Interestingly, I was</p> <p>Violently, I</p> <p>Burning, I</p>	<p>Amazingly the earth's surface began to...</p> <p>Unharmed by the weather, I</p> <p>Around me, I could see</p> <p>Water crept into</p> <p>Slowly, I</p>	<p>During the Summer,</p> <p>Jagged rocks</p> <p>Quickly I</p> <p>Slowly my edges began to</p>
	<p>Vocabulary</p>		<p>Subordinate conjunctions</p>
<p>Under the water, I</p> <p>The crashing waves</p> <p>At the bottom of the ocean I</p> <p>I waited</p> <p>Soon I will be</p>	<p>480 million years</p> <p>Journey travels</p> <p>smooth pebble</p> <p>hot, molten rock</p> <p>nature</p> <p>rivers and streams</p> <p>oceans</p>		<p>although</p> <p>because</p> <p>as while</p> <p>and</p> <p>but since</p>

Monday - Planning sheet

Writing organiser/structure	Ideas for each paragraph	Tick list
 <p data-bbox="118 613 411 645">Being held by the girl</p>		
 <p data-bbox="118 987 389 1019">How I was formed...</p>		
 <p data-bbox="118 1592 373 1624">What I have seen...</p>		
<p data-bbox="118 1644 268 1675">Vocabulary</p>		
<p data-bbox="118 1890 469 1921">Subordinating conjunction</p>		

Pebble in my Pocket— word bank and support sheets

Word bank

volcano lava magma rocks erupted
dripped shifted moved exploded created
crawled dropped ran melted liquid
ash escaped burning furious fiery

Sentence starters

Under the surface of the Earth, the bubbling hot....

As the ground began to move, the rocks shook with l.....

With a huge roar, the volcano exploded, shooting me.....

While the lava fragments shot into the sky,

Subordinating conjunctions

A subordinating conjunction joins a subordinate clause to a main clause.

after	if	though
although	in order that	unless
as	now that	until
because	once	when
before	since	whenever
even if	so that	where
even though	than	wherever
how	that	while

Prepositions

through **opposite**

beside **in front of** **behind** **between**

across **in** **by** **on** **around**

upon **below** **to** **next to** **up** **down**

near **outside** **above**

twinkl

Thursday—Draw a picture of what you saw when you time travelled. Use the pictures in the book to help you.



Fill in the blank spaces with your own ideas....

Sentence openers	adverbs	conjunctions

In the box below, draw the picture of what you saw. Use the pictures on the last page to help. When you have finished your drawing, write some sentences describing what you saw/heard/smelt/felt on the line below. . . Your sentences must include a sentence starter/adverb and conjunction.



Felt:

Saw:

Hear:

Smell:

Friday— Use the example to help you and complete your postcard

Dear Mrs Ishojer

You will never guess where I have been today! I travelled back to a land far, far away and saw some extraordinary things. When I first arrived, I could not believe my eyes. In front of me stood a huge, towering dinosaur creature that was as tall as the dazzling shard. It was surrounded by grassy land with bright, colourful flowers dancing merrily around it.

Suddenly, I heard a loud squawking noise and above me I noticed a gigantic, flying dinosaur. As it glided elegantly through the clouds, its wide wings cast a shadow over me. Interested, I crept over to take a closer look. Amazingly, I managed to take a photo of my friends!

From Mr R



Mr Riddoch
Valley Primary School

The year 2021

Bromley